



2010-2011

## Semester Report and School Data Questions

What does the data tell us?
The data indicates that the programs initiated have had the desired effect. There has been a significant improvement in non-cognitive as well as cognitive indicators.
What does the data not tell us?
With multiple and overlapping initiatives, it is difficult to discern causality for improved student performance.
What are causes for celebration?
We can celebrate the fact that there was a significant improvement in student achievement in every area and by all indices of measurement. Conway achieved the greatest improvement in middle school reading scores in the district and was one of five schools that experienced significant improvement in every tested area.
What are the opportunities for improvement?
SY 2012/2013 will be the last year of SIG funding. While there has been significant improvement as a result of the funding, we must now focus our efforts on determining how to sustain the improvements without the additional funding support. Last year's increase in attendance was very large in the first three months and dropped to a more modest increase for the rest of the year. This year, attendance was down slightly during the first three months but has increased in the fourth month. Conway has started a new anti-truancy initiative this

year which should help restore the pattern of increased attendance for the rest of the year.

### Next Steps

The next steps are to continue to refine the list of students targeted for interventions and better employee RTI techniques for managing and “moving to proficiency” students currently identified. We must develop a more effective system for evaluating the efficacy of our various initiatives. We know that student achievement is improving but as the budget shrinks, we have to know which programs must be retained or expanded and which ones we can discontinue. Many of our recent efforts have been directed towards motivating students to improve their performance. We will try to sustain this but will shift our priority of effort towards leveraging instruction to further increase achievement.

**DISTRICT 180  
TIER III SCHOOL SEMESTER PROGRESS REPORT**

School Name: Conway Middle School District Name Jefferson

Date Report Completed: 11/30/10

January and June are KDE reporting dates. School data collection dates are at the discretion of the school and district. Reports will be reviewed by a regional team in collaboration with the Educational Recovery Director and Center for Learning Excellence.

**Non-Cognitive Data**

Attendance Report in Percentages	DEC/JAN				JUNE			
	2009 Baseline	2010	2011	2012	2010 Baseline	2011	2012	2013
6th grade ADA	95.0	95.9	95.1		92.3	93.5		
7 <sup>th</sup> grade ADA	93.4	95.5	94.6		91.8	92.3		
8th grade ADA	93.3	95.0	94.2		91.9	92.2		
	DEC/JAN				JUNE			
	2009 Baseline	2010	2011	2012	2010 Baseline	2011	2012	2013
Total School ADA	93.9	95.5	94.6		92.0	92.6		
*Teacher Attendance %	94.11	95.88	94.55					
Dropout %	0.0%	0.0%	0.1%		0.1%	0.0%		
*Teacher absence due to PD or other work outside the classroom should not be calculated into the attendance rate. It may be calculated and reviewed at the local level but is not required for this report.								

**Academic Data**

Number of Retentions	JUNE			
	2010 Baseline	2011	2012	2013
6 <sup>th</sup> Grade	0	0		
7 <sup>th</sup> Grade	2	3		
8 <sup>th</sup> Grade	2	3		

Report in Percentages	DEC/JAN Baseline			
	2009	2010	2011	2012
<b>EXPLORE % Below Benchmark</b>				
<b># Students</b>	<b>308</b>	<b>293</b>	<b>315</b>	
<b>English</b>	<b>56.5%</b>	<b>67.58%</b>	<b>61.59%</b>	
<b>Math</b>	<b>82.1%</b>	<b>88.40%</b>	<b>85.71%</b>	
<b>Reading</b>	<b>80.2%</b>	<b>82.25%</b>	<b>73.97%</b>	
<b>Combined</b>	<b>89.0%</b>	<b>93.17%</b>	<b>91.7%</b>	

*Interventions for Explore and/or Plan	Number of students receiving support as a result of scores	Describe interventions/supports	Show results including data to support	Comments
	88	Reading & Math Pullout sessions on Success maker Math/Reading Enrichment Related Arts Class After School tutoring/credit recovery	ACT Explore results were just received and subsequent identification of students to receive support has just occurred.	
	60	Reading & Math After School tutoring.	Successful credit recovery and grade improvement of all students.	
	33	Saturday School Credit Recovery	Successful credit recovery of participating students	

**\*Narrative of the interventions in place; date and add to the narrative for each semester so cumulative notes will appear.**

Math Related Arts class began 18 August 2010 - Students selected based on last year's transcripts  
 Reading Related Arts class began 24 September 2010 - Students selected on last year's KCCT  
 Reading pullout sessions began 9 November 2010 - Students selected based on SRI testing  
 Math pullout sessions began 15 November 2010 - Students selected based on last year's KCCT  
 Math after school tutoring sessions began February 2011 – Students Selected based on current GPA  
 Reading after school tutoring sessions began February 2011 – Students Selected based on current GPA  
 Math after school tutoring sessions began December 2011 – Student selection based on last year's KCCT and current GPA.  
 Reading after school tutoring sessions began December 2011 – Student selection based on last years KCCT and current GPA

### RTI for Reading

Response to Interventions for Reading (beyond universal)	Year 1 of Tier III Status				Year 2 of Tier III Status			
	Number of students being served		Number of students progressing to a less intensive tiered intervention		Number of students being served		Number of students progressing to a less intensive tiered intervention	
	DEC/JAN	June	DEC/JAN	June	DEC/JAN	June	DEC/JAN	June
6 <sup>th</sup> grade	55	55	0	7	30		0	
7 <sup>th</sup> grade	47	47	0	9	30		0	
8 <sup>th</sup> grade	58	58	0	11	20		0	

<b>Additional Comments for RTI - Reading</b>	Program just started Average student improvement was 15% as measured by STI and district RPAs
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### RTI for Math

Response to Interventions for Math (beyond universal)	Year 1 of Tier III Status				Year 2 of Tier III Status			
	Number of students being served		Number of students progressing to a less intensive tiered intervention		Number of students being served		Number of students progressing to a less intensive tiered intervention	
	DEC/JAN	June	DEC/JAN	June	DEC/JAN	June	DEC/JAN	June
6 <sup>th</sup> grade	20	20	0	11	16		0	
7 <sup>th</sup> grade	15	15	0	8	12		0	
8 <sup>th</sup> grade	17	17	0	6	10		0	

<b>Additional Comments for RTI - Math</b>	Program just started Average Student improvement was 6% as measured by district MPAs
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### RTI for Behavior

Response to Interventions for Behavior (beyond universal)	Year 1 of Tier III Status				Year 2 of Tier III Status			
	Number of students being served		Number of students progressing to a less intensive tiered intervention		Number of students being served		Number of students progressing to a less intensive tiered intervention	
	DEC/JAN	June	DEC/JAN	June	DEC/JAN	June	DEC/JAN	June
6 <sup>th</sup> grade	10	11	3	6	5		0	
7 <sup>th</sup> grade	7	7	0	2	2		0	
8 <sup>th</sup> grade	9	9	2	2	5		0	

<b>Additional Comments for RTI - Behavior</b>	
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<b>Additional Comments about decrease or increase of special education referrals as a result of total RTI programs</b>
<p>Special Education referrals and suspensions either decreased or increased at a lower percentage than the rest of the district. Only two students were suspended for 10 days cumulatively. Down from 6 students last year.</p> <p>The Suspension rate continues to drop.</p>

## \*\*School Status Report

### Content Focus: MATH

SIG SMART GOAL (Specific, Measurable, Attainable, Realistic and Timely)	OBJECTIVE 1 The percentage of all students scoring Proficient or Distinguished in Mathematics will be 42.85% in 2011, as measured by KCCT Mathematics. The percentage of free/reduced lunch students scoring Proficient or Distinguished in Mathematics will be 37.71%, as measured by KCCT Mathematics.			
	Person Responsible  Jack Baldwin, Principal			
FORMATIVE ASSESSMENT (December/June)	SUPPORTING EVIDENCE (name of assessment)  Mathematics Performance Assessment (MPA)			
DATE OF ASSESSMENT	MPA assessments correspond to each 6 weeks grading period. Grading period 6 had two assessments (MPA6 & MPA7).			
PERFORMANCE DATA FROM BENCHMARK (% Proficient)	All Students		F/R Lunch	
	2010-2011	2011-2012	2010-2011	2011-2012
	MPA 1: 41.90 MPA 2: 39.96 MPA 3: 34.99 MPA 4: 36.69 MPA 5: 42.54 MPA 6: 49.56 MPA 7: 29.41	MPA 1: 57.44	MPA 1: 37.76 MPA 2: 37.13 MPA 3: 32.1 MPA 4: 32.5 MPA 5: 40.12 MPA 6: 45.80 MPA 7: 26.39	MPA 1: 54.80
PERFORMANCE DATA FROM BENCHMARK (% Novice Reduction)	MPA 1: 24.69 MPA 2: 19.43 MPA 3: 31.30 MPA 4: 36.54 MPA 5: 37.67 MPA 6: 24.26 MPA 7: 37.50	MPA 1: 16.67	MPA 1: 28.79 MPA 2: 20.47 MPA 3: 34.24 MPA 4: 39.23 MPA 5: 39.53 MPA 6: 27.58 MPA 7: 38.43	MPA 1: 18.33

\*\*Report progress on SMART Goals in SIG Application; Narrative of the interventions in place; date and add to the narrative for each semester so cumulative notes will appear.

## \*\*School Status Report

### Content Focus: LITERACY

SIG SMART GOAL (Specific, Measurable, Attainable, Realistic and Timely)	OBJECTIVE 1 The percentage of all students scoring Proficient or Distinguished in Reading will be 53.25% in 2011, as measured by KCCT Reading. The percentage of free/reduced lunch students scoring Proficient or Distinguished in Reading will be 49.33%, as measured by KCCT Reading.			
	Person Responsible  Jack Baldwin, Principal			
FORMATIVE ASSESSMENT	SUPPORTING EVIDENCE (name of assessment)  Reading Performance Assessment (RPA)			
DATE OF ASSESSMENT	Each RPA exam corresponds to each 12 week grading period.			
PERFORMANCE DATA FROM BENCHMARK (% Proficient)	All Students		F/R Lunch	
	2010-2011	2011-2012	2010-2011	2011-2012
	RPA1: 61.17 RPA2: 63.67 RPA3: 67.50	RPA 1: 57.97	RPA1: 59.08 RPA2: 61.00 RPA3: 64.49	RPA 1: 54.44
PERFORMANCE DATA FROM BENCHMARK (% Novice Reduction)	RPA1: 4.37 RPA2: 6.68 RPA3: 8.25	RPA 1: 12.38	RPA1: 4.97 RPA2: 7.67 RPA3: 9.26	RPA 1: 15.36

\*\*Report progress on SMART Goals in SIG Application; Narrative of the interventions in place; date and add to the narrative for each semester so cumulative notes will appear.

## KDE Semester Reports (TIER III) – Definitions

MEASURE	DEFINITION	DATE	SOURCE	NOTES
ADA	% Attendance by Grade Level and Total School (average daily attendance)	1 <sup>st</sup> S: 8/13/09 - 11/4/09 1 <sup>st</sup> S: 8/17/10 – 11/5/10	Databases - STUD0910 Membership_Daily STUD0910 STARS_Absences_Daily	Formula: (Membership – Absences)/Membership
Teacher Attendance	% Present or Professional Day (absences include emergency, sick, and personal days)	1 <sup>st</sup> S: 8/13/09 - 11/4/09 1 <sup>st</sup> S: 8/17/10 – 11/5/10	MIS Heat Ticket	Formula (#Days Present or Professional Leave)/(Total Teacher Days)
Retention	Number of Retentions (grades 4-8)	1 <sup>st</sup> S: 2010 1 <sup>st</sup> S: 2011	Databases – STUD0809, STUD0910, STUD1011	Formula: number of students in same grade at end of 1 <sup>st</sup> pupil month in 0809 and again in 0910; number of students in same grade at end of 1 <sup>st</sup> pupil month in 0910 and 1011
RtI for Reading	Number of students being served in interventions; Number of students progressing to a less intensive tiered intervention	1 <sup>st</sup> S: 8/17/10 – 11/5/10	Data provided by the school	
RtI for Math	Number of students being served in interventions; Number of students progressing to a less intensive tiered intervention	1 <sup>st</sup> S: 8/17/10 – 11/5/10	Data provided by the school	
RtI for Behavior	Number of students being served in interventions; Number of students progressing to a less intensive tiered intervention	1 <sup>st</sup> S: 8/17/10 – 11/5/10	Data provided by the school	
Dropout #	W23, W24, W25	1 <sup>st</sup> S: 8/13/09 - 11/4/09 1 <sup>st</sup> S: 8/17/10 – 11/5/10	Infinite Campus	
Graduation Rate	KDE Non-academic file	2008- 2009 data 2009-10 data currently	KDE Non-academic file	

MEASURE	DEFINITION	DATE	SOURCE	NOTES
		unavailable		
9 <sup>th</sup> Grade Course Failures (percentages)	% of students with I – incomplete or U – unsatisfactory in 4 content areas in 1 <sup>st</sup> 12 weeks (1 <sup>st</sup> trimester)	1 <sup>st</sup> S: 8/13/09 - 11/4/09 1 <sup>st</sup> S: 8/17/10 – 11/5/10	Infinite Campus	Courses include: Language Arts: English, Reading, Literacy Lab Math: Algebra, Geometry, Labs Science: Biology, Chemistry, Environmental Science, Integrated Science Social Studies: Geography, World Civilization, Exploring Civics, Survey Social Studies, US History
ACT	Composite School Score	1 <sup>st</sup> S: 8/13/09 - 11/4/09 1 <sup>st</sup> S: 8/17/10 – 11/5/10	KDE Website	Use of March 2009 and March 2010 ACT Scores
% Below Benchmark	Using CPE Benchmarks; Report of percent below each benchmark and a combined (if below in one considered below benchmark)	1 <sup>st</sup> S: 8/13/09 - 11/4/09 1 <sup>st</sup> S: 8/17/10 – 11/5/10	JCPS ACT student level file  IC Filter students enrolled	Includes those have taken the ACT multiple times
% Seniors with Interventions	Seniors participating in ACT prep work reported by school counselors	1 <sup>st</sup> S: 8/13/09 - 11/4/09 1 <sup>st</sup> S: 8/17/10 – 11/5/10	Provided by school counselors	This is a cumulative percent
% Seniors Passing College Placement Exams after Interventions	COMPASS Test currently not available across District; Possible purchase for schools from KDE			Conversation with KDE representative  NA until COMPASS is made available by KDE
EXPLORE	Using ACT EXPLORE Benchmarks; Report of percent below each benchmark in each area and combined (if below in one considered below benchmark)	1 <sup>st</sup> S: 8/13/09 - 11/4/09 1 <sup>st</sup> S: 8/17/10 – 11/5/10	JCPS EXPLORE student level file	For report used student enrollment and the JCPS EXPLORE testing file
PLAN	Using ACT PLAN Benchmarks; Report of percent below each benchmark in each content area and combined (if below in one considered below benchmark)	1 <sup>st</sup> S: 8/13/09 - 11/4/09 1 <sup>st</sup> S: 8/17/10 – 11/5/10	JCPS PLAN student level file	For report used student enrollment and the JCPS PLAN testing file

MEASURE	DEFINITION	DATE	SOURCE	NOTES
<b>Interventions for EXPLORE/PLAN</b>	Number of students receiving support as a result of scores; description of interventions/ supports; Results of interventions (data)	1 <sup>st</sup> S: 8/17/10 – 11/5/10	Data provided by the school	
<b>Career Readiness</b>	Raw number of Industry Certifications reported by school	2009-2010 data 2010-11 data currently unavailable	Industry Certification List	For 1 <sup>st</sup> S counted number of 9 <sup>th</sup> -11 <sup>th</sup> graders certified prior year
<b>Objective (Math)</b>	% of Proficient/Distinguished presented necessary to meet Safe Harbor in math for all students and for free/reduced lunch students	2009-2010 NCLB report	Calculated from 2009-2010 NCLB Report	Formula: .10*(100-%PD)+%PD
<b>Formative Assessment (Math)</b>	Title - CASCADE Proficiency Tests	9/23/2010 11/5/2010	1 <sup>st</sup> S: pulled CASCADE 12/6/2010	CASCADE
<b>Performance Data From Benchmark (Math- % P/D)</b>	% P/D Math in CASCADE	9/23/2010 11/5/2010	1 <sup>st</sup> S: pulled CASCADE 12/6/2010	CASCADE - Cumulative number tested (some students not included until 2 <sup>nd</sup> trimester); 2010 CASCADE cut scores adjusted based on 2009-2010 KCCT proficiency results
<b>Performance Data from Benchmark (Math - % Novice Reduction)</b>	% Novice Math in CASCADE	9/23/2010 11/5/2010	1 <sup>st</sup> S: pulled CASCADE 12/6/2010	CASCADE - Cumulative number tested (some students not included until 2 <sup>nd</sup> trimester); 2010 CASCADE cut scores adjusted based on 2009-2010 KCCT proficiency results
<b>Objective (Reading/Literacy)</b>	% of Proficient/Distinguished presented necessary to meet Safe Harbor in Reading for all students and for free/reduced lunch students	2009-2010 NCLB report	Calculated from 2009-2010 NCLB Report	Formula: .10*(100-%PD)+%PD
<b>Formative Assessment (Reading/Literacy)</b>	Title - CASCADE Proficiency Tests	9/23/2010 11/5/2010	1 <sup>st</sup> S: pulled CASCADE 12/6/2010	CASCADE

<b>MEASURE</b>	<b>DEFINITION</b>	<b>DATE</b>	<b>SOURCE</b>	<b>NOTES</b>
<b>Performance Data From Benchmark (Reading/Literacy - % P/D)</b>	<b>% P/D Literacy in CASCADE</b>	<b>9/23/2010 11/5/2010</b>	<b>1<sup>st</sup> S: pulled CASCADE 12/6/2010</b>	<b>CASCADE - Cumulative number tested (some students not included until 2<sup>nd</sup> trimester); 2010 CASCADE cut scores adjusted based on 2009-2010 KCCT proficiency results</b>
<b>Performance Data from Benchmark (Reading/Literacy - % Novice Reduction)</b>	<b>% Novice Literacy in CASCADE</b>	<b>9/23/2010 11/5/2010</b>	<b>1<sup>st</sup> S: pulled CASCADE 12/6/2010</b>	<b>CASCADE - Cumulative number tested (some students not included until 2<sup>nd</sup> trimester); 2010 CASCADE cut scores adjusted based on 2009-2010 KCCT proficiency results</b>